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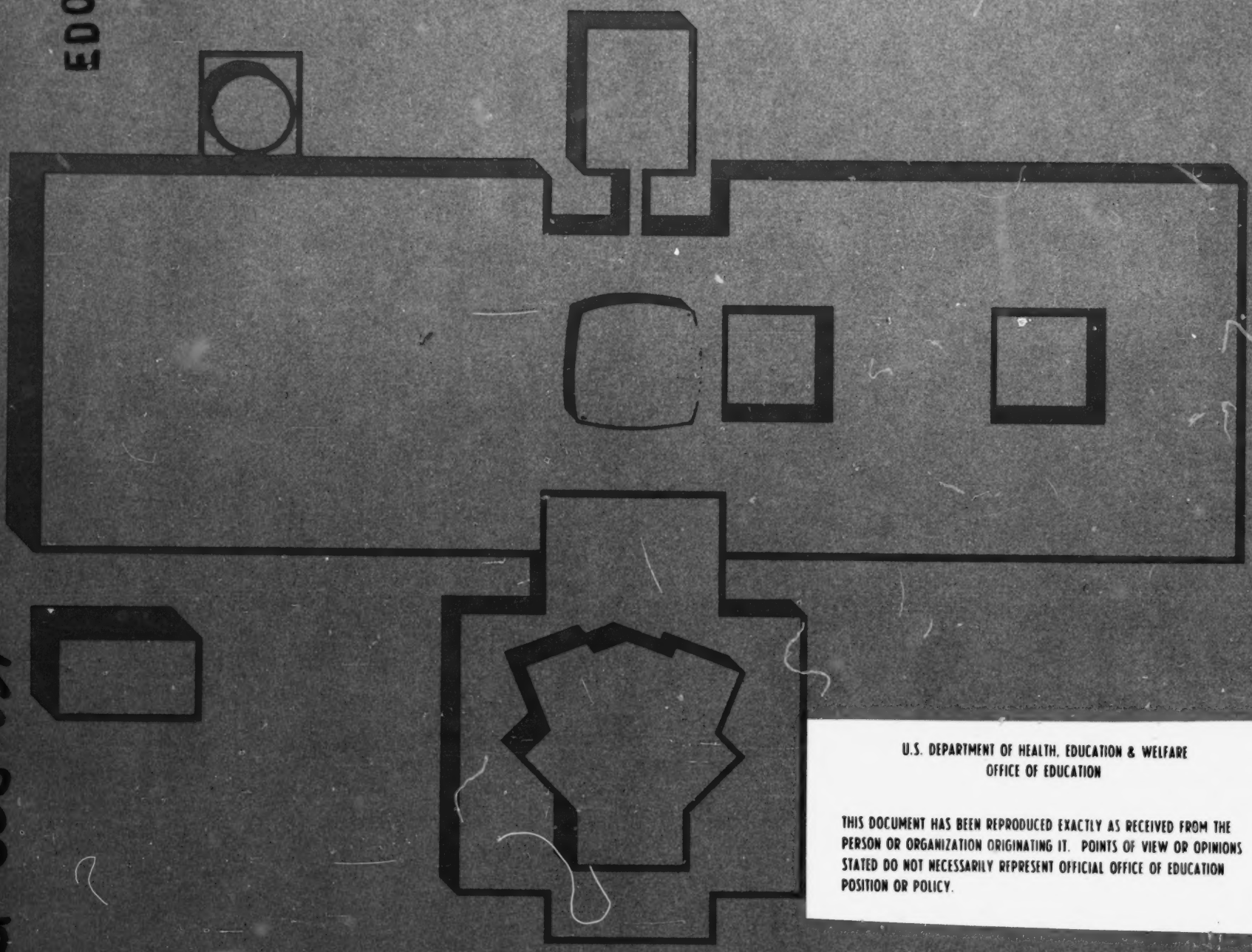
ABSTRACT

In 1962 a re-evaluation of this high school's educational program indicated a need for massive change in its organization patterns; emphasis was to be on the individual student and his adaptability in a changing society. The new pattern of organization includes large and small group discussions, teacher teams, resource centers or learning laboratories, individual learning, and flexible scheduling. A site plan, floor plans, and photographs explain the physical environment of the school. (TC)

Stillwater Senior High School

ED035254



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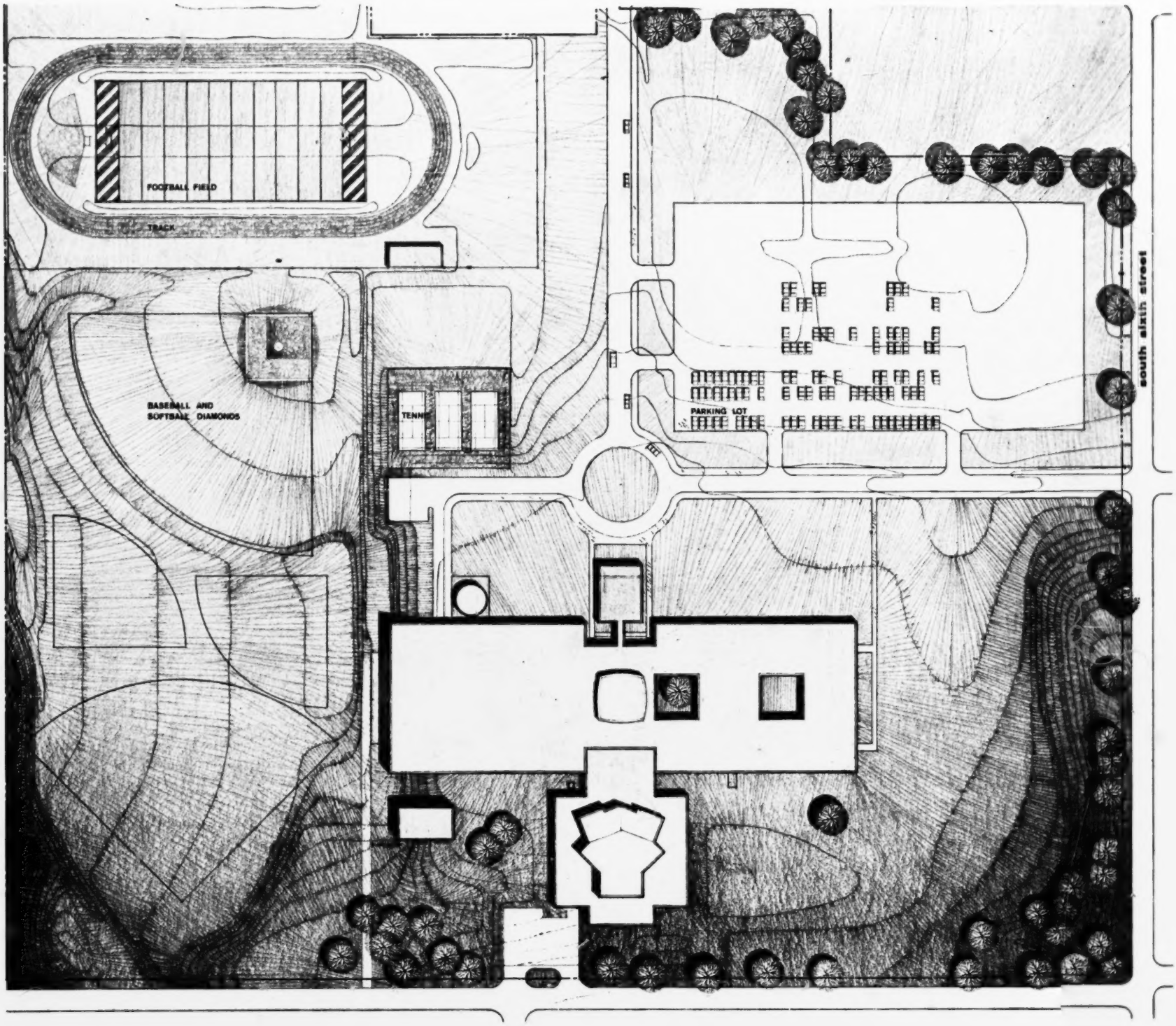
INDEPENDENT SCHOOL DISTRICT #834

STILLWATER SENIOR HIGH SCHOOL
STILLWATER, MINNESOTA

HAMMEL GREEN AND ABRAHAMSON
ARCHITECTS AND ENGINEERS


FOOTBALL FIELD
TRACK
BASEBALL AND
SOFTBALL DIAMONDS
TENNIS
PARKING LOT
south sixth street

PLOT PLAN

INDEPENDENT SCHOOL DISTRICT #834

STILLWATER SENIOR HIGH SCHOOL

STILLWATER, MINNESOTA

Site Size	40 acres
Gross Building Area	195,742 sq. ft.
Planned Enrollment	1,800 students

CONSTRUCTION SEQUENCE

1960 basic unit, 1,200 student capacity

1967 second unit completed, auditorium area, office expansion and auxiliary gymnasium, increasing capacity to 1,800 students

CONSTRUCTION OUTLINE

Steel frame with masonry infill, stock wood windows, concrete block partition walls, floors, terrazzo and carpet at corridor, vinyl asbestos at classrooms.

OWNER

Board of Education Independent School District #834

SUPERINTENDENT

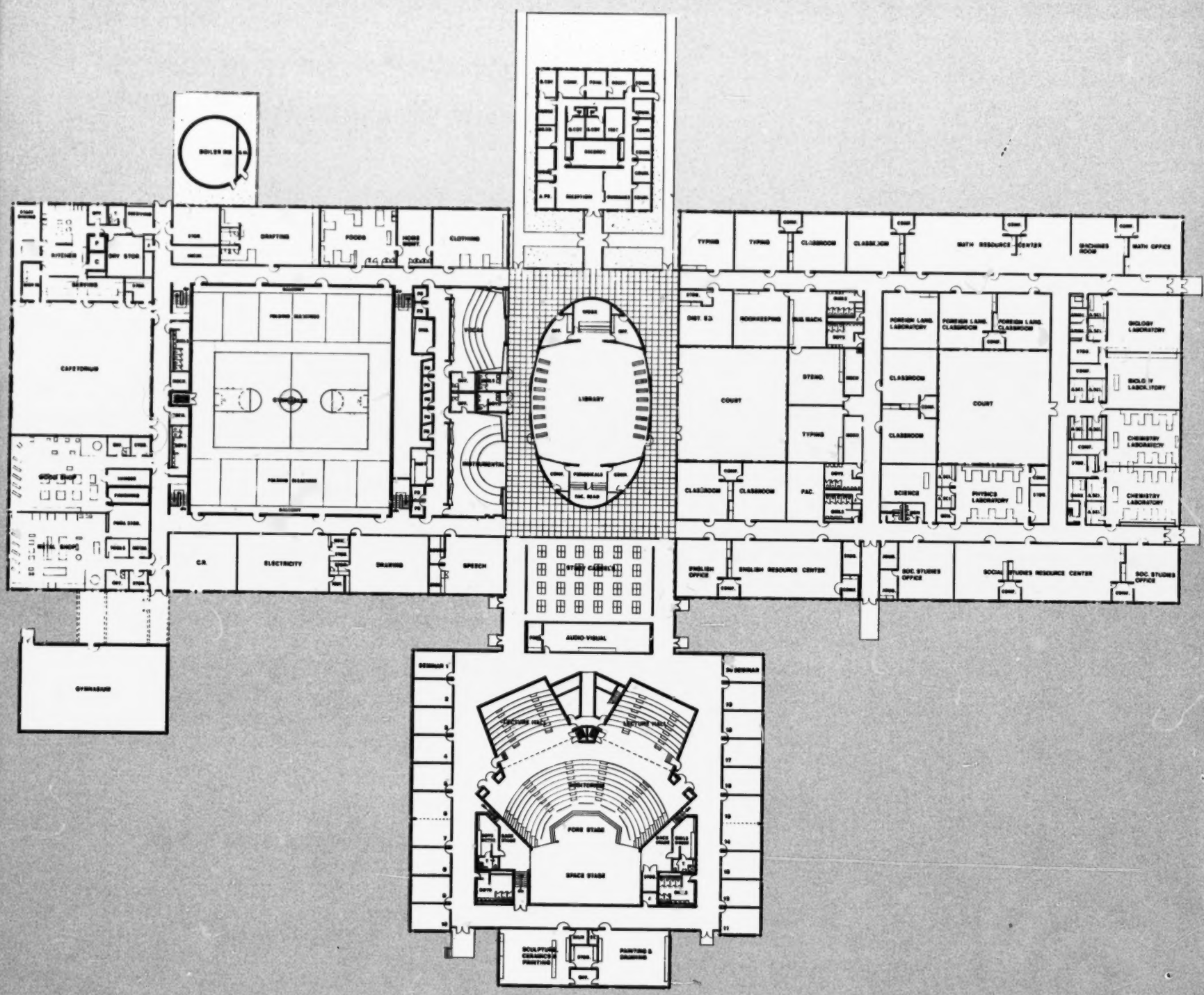
Mr. Thomas C. Campbell 1958-67

PRINCIPAL

Mr. Edward O. Monette

ARCHITECTS AND ENGINEERS

Hammel Green and Abrahamson



MAIN FLOOR PLAN

STILLWATER SENIOR HIGH SCHOOL FACILITIES

RESOURCE CENTERS AND LEARNING LABORATORIES

SOCIAL STUDIES RESOURCE CENTER

ENGLISH RESOURCE CENTER

SPEECH RESOURCE/LABORATORY CENTER

FOREIGN LANGUAGE CENTER
- ONE LAB, THREE CLASSROOMS

MATHEMATICS RESOURCE CENTER

SCIENCE LABORATORIES
- TWO CHEMISTRY, TWO BIOLOGY, ONE PHYSICS

BUSINESS EDUCATION
- TWO TYPING, ONE BOOKKEEPING, ONE BUSINESS MACHINES, TWO OFFICE TRAINING, ONE DISTRIBUTIVE EDUCATION

INDUSTRIAL ARTS EDUCATION
- METAL, WOOD, TWO DRAFTING ELECTRONICS AND ELECTRICITY

ART EDUCATION, TWO

HOME ECONOMICS
- FOOD, CLOTHING, HOME MANAGEMENT

MUSIC
- VOCAL, INSTRUMENTAL

AGRICULTURE EDUCATION
- AGRICULTURE SHOP AND CLASSROOM

HEALTH AND PHYSICAL EDUCATION
- DIVISIBLE GYMNASIUM SEATING 2200
- AUXILIARY GYMNASIUM/WRESTLING ROOM

LARGE GROUP INSTRUCTION AREA
- THE AUDITORIUM PROVIDES SEATING FOR 705 AND IS DIVISIBLE INTO TWO ROOMS FOR SEATING 146 EACH AND ONE ROOM FOR 413. THIS FACILITY IS ALSO DESIGNED FOR DRAMATICS AND MUSICAL PRESENTATIONS

SMALL GROUP DISCUSSION AREAS
- TWENTY SEMINAR ROOMS

INSTRUCTIONAL MATERIALS CENTER
- LIBRARY AND READING ROOM SEATING 140 STUDY CARRELS FOR 96 AND AUDIO-VISUAL CENTER

ADMINISTRATIVE AND GUIDANCE FACILITIES
- PROVIDES SPACE FOR THREE ADMINISTRATORS, FIVE COUNSELORS, SIX GUIDANCE PERSONNEL, ONE NURSE, ONE CONFERENCE ROOM

SERVICE FACILITIES
- CAFETERIA SEATING 450
- CUSTODIAL

PHILOSOPHY OF EDUCATION OF STILLWATER SENIOR HIGH SCHOOL

Independent School District No. 834 has been conducting a continuing evaluation of its educational program for many years. A "special emphasis" re-evaluation of the Stillwater High School program begun in 1962 indicated a need for massive change in organization patterns. Change was necessary to focus on the individual learner and the demands of his society.

Today's student must be educated for change. He must be given the implements by which he can avoid becoming obsolete as a result of automation and other technological advances and the implements which will help him analyze his interests, his capabilities and goals. The individual learner must be the center of the education process.

This statement from the PHILOSOPHY OF EDUCATION OF STILLWATER SENIOR HIGH SCHOOL focuses on the singular.

. . . a climate for learning is provided in which every student may discover for himself the values implicit in the American democratic process; may realize through his studies a greater degree of self-awareness, fulfillment and involvement; may recognize and be reconciled to the ambiguities and frailties of the human condition, and through this process of education be challenged to a lifetime adventure of learning and an unceasing quest for truth.

The question is: How does a senior high school accomplish this goal of focusing on the individual? Of individualizing instruction? Of making education relevant and meaningful to the individual learner?

The answer suggested by this School is: By involving each student in the learning process. The student who, by himself, decides to what depth he is going to work in math or science or history or English or metal shop or art or drafting and who chooses a program he feels reflects his needs of study, and commits himself to this program of his choice, is involved in the learning process.

RESOURCE CENTERS/LEARNING LABORATORIES

Although the terms "resource centers" and "learning laboratories" are used interchangeably, they are not precisely the same thing. Resource centers are areas containing materials pertinent to a particular subject-matter discipline. For example, a social studies resource center may contain periodicals, source books, filmstrips, records, tapes, maps, historical fiction, biographies, encyclopedias, atlases, transparencies, paperback books, even textbooks which would be necessary for study and research in the social studies disciplines.

A learning laboratory is an area containing specific equipment necessary in a specific discipline as, for example, science laboratories, typing and other business machines rooms, industrial arts shops, art rooms, the home economics lab, and the agriculture classroom.

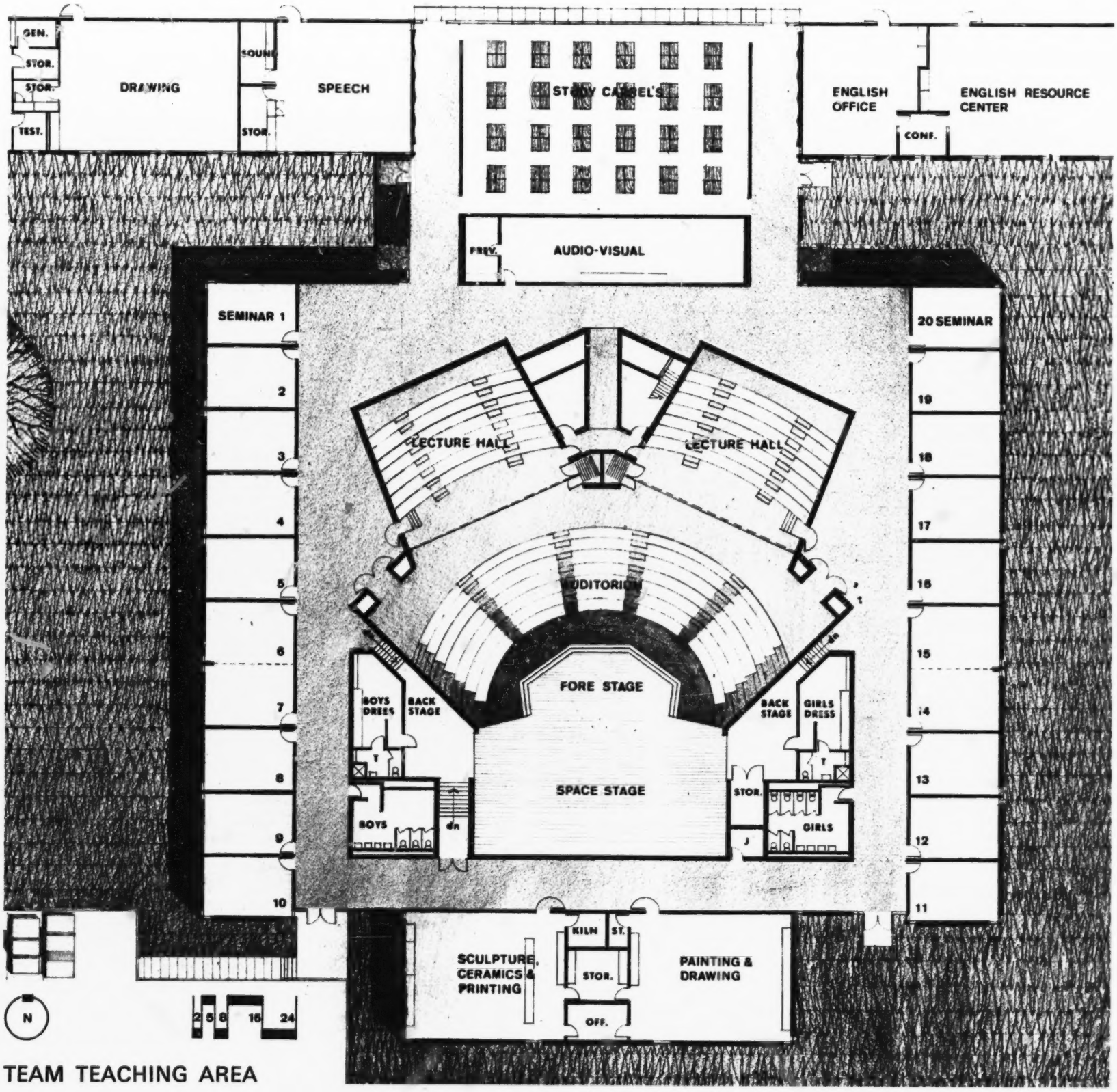
SMALL GROUP DISCUSSION AREA

Small group discussion is primarily student-centered, not teacher-centered. There may be certain mechanical aids used in this group, such as recordings, short films, or tapes, which will be used by the student as a tool for beginning a discussion or as reinforcement of a concept presented in large group. Activity is geared to the student. He questions, discusses and explores the ideas.

INDIVIDUAL DIRECTED LEARNING

Individual directed learning time, or independent study time, is the heart of the program; it is that part which tests the individual learner's capabilities to initiate and carry out learning on his own. It is student-centered, teacher-assisted and student-initiated.

The independence of the student to choose his own course of action is that same independence he will have when he is no longer a student under a formal program of education.



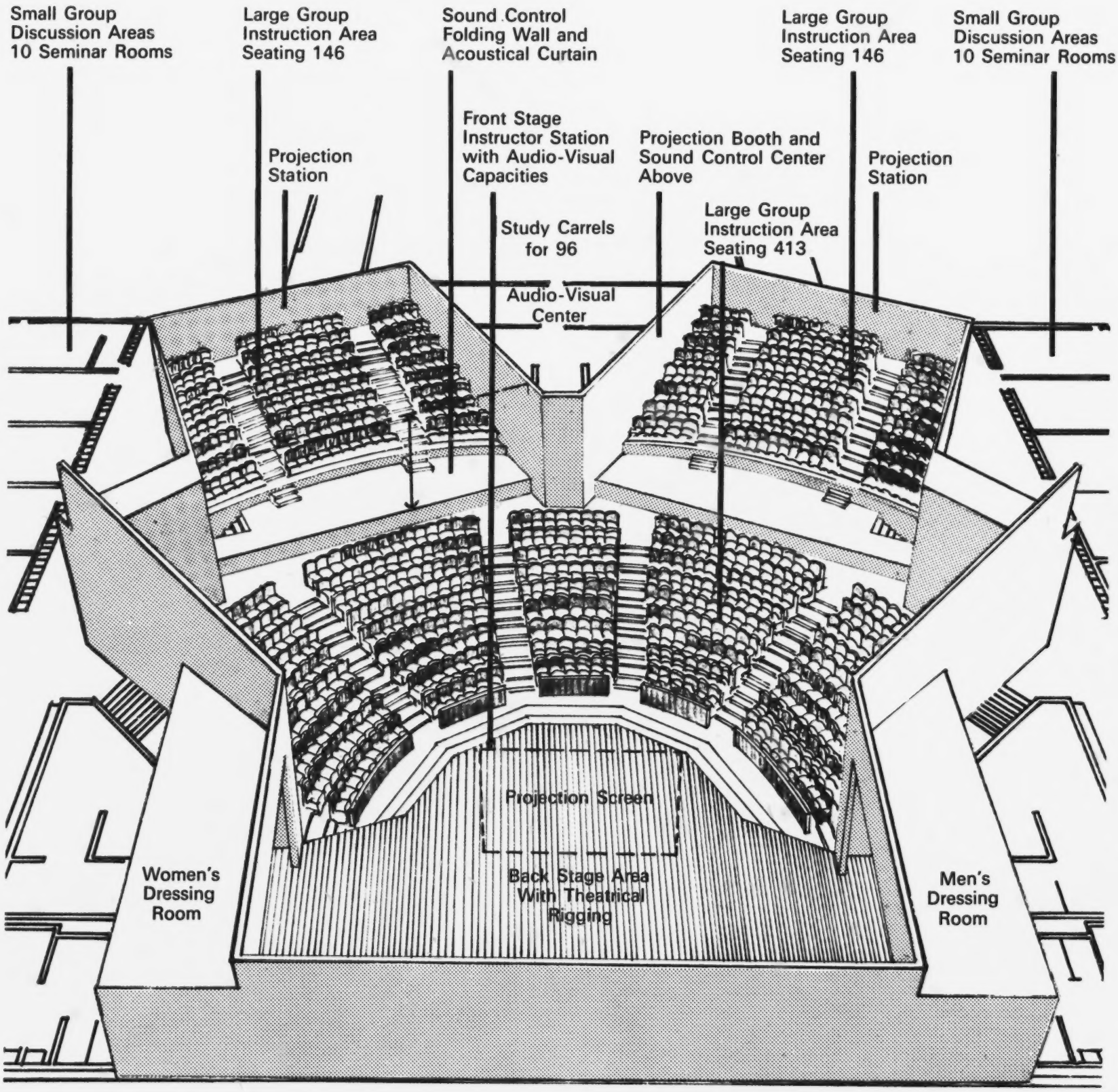
TEAM TEACHING AREA

THE NEW PATTERN OF ORGANIZATION: LARGE GROUP, SMALL GROUP, TEACHER TEAMS, RESOURCE CENTERS/LEARNING LABORATORIES, INDIVIDUAL DIRECTED LEARNING, FLEXIBLE SCHEDULE

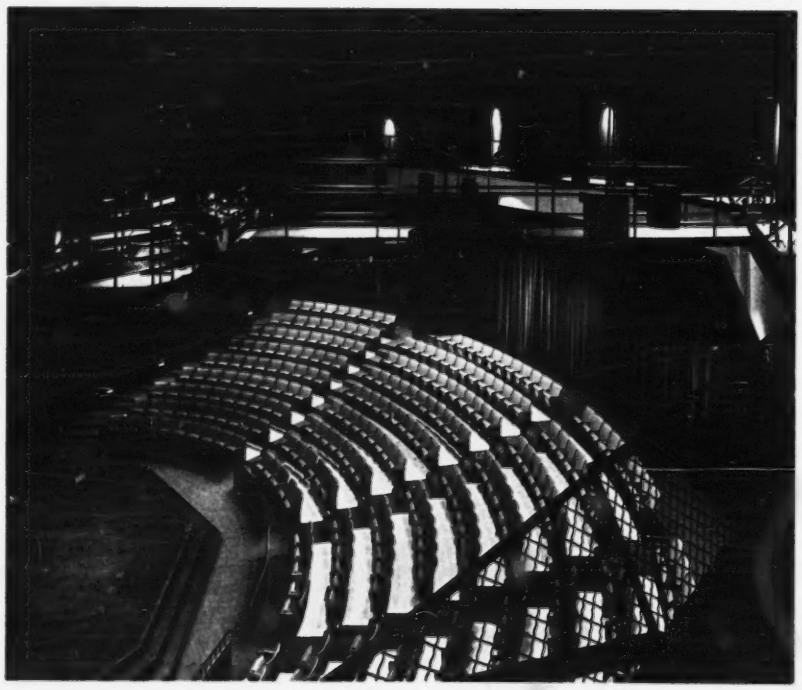
Team teaching involves cooperation and people and ideas and planning. Team teaching has been defined as a cooperative effort of two or more teachers with complementary academic strengths working on a regular basic plan to prepare, to present and to evaluate learning experiences. The results to be sought are the individualization of instruction and the professionalization of teaching.

Large Group Instruction Area for 60 to 400 students.

Although learning is essentially an individual process, for some instructional activities the individual can benefit equally well in any size group. Large group instruction is primarily teacher-oriented, the teacher presenting material with the systematic help of films, filmstrips, recordings, the overhead projector and transparencies. There usually is a minimum of interaction between the teacher and the student in this size group. The teacher in large groups is a proficient presenter of material, a vehicle of group motivation, a director of learning, a source of ideas, facts and explanations.


Small Group
Discussion Areas
10 Seminar Rooms
Large Group
Instruction Area
Seating 146
Sound Control
Folding Wall and
Acoustical Curtain
Large Group
Instruction Area
Seating 146
Small Group
Discussion Areas
10 Seminar Rooms
Front Stage
Instructor Station
with Audio-Visual
Capacities
Projection Booth and
Sound Control Center
Above
Projection
Station
Projection
Station
Study Carrels
for 96
Large Group
Instruction Area
Seating 413
Audio-Visual
Center
Projection Screen
Back Stage Area
With Theatrical
Rigging
Women's
Dressing
Room
Men's
Dressing
Room

THE AUDITORIUM PROVIDES SEATING FOR 705 AND IS DIVISIBLE INTO TWO ROOMS FOR SEATING 146 EACH AND ONE ROOM FOR 413. THIS FACILITY IS ALSO DESIGNED FOR DRAMATICS AND MUSICAL PRESENTATIONS



The auditorium space is divisible into three separate areas, two lecture halls seating 146 each and an arena auditorium seating 413. These three teaching areas can be separated by electrically operated moving doors which form acoustic barriers. The arena auditorium is designed for instructional and theatrical presentations using the thrust stage as the basic form. The instructional areas are equipped with audio-visual capacities for image projection, television monitors and cameras for video-tape recordings. The rooms are shallow and have stepped floors to insure advantageous site lines to projected images and instructors stations. The thrust stage can be combined with the space stage for modified proscenium arch presentations. The auditorium is engineered to provide appropriate acoustic conditions for lecture, drama and music originating from either the thrust or space stage. The design also anticipates use of the main theatre with or without the coincident use of the smaller halls. The auditorium is equipped with theatrical rigging and lighting such that either thrust stage or proscenium productions may be staged. A stage catwalk and rear auditorium catwalks give access to all light instruments. Sound, light and projection control rooms are located above and at the rear of the auditorium.